Federation for Community Development Learning

supporting **communities**
creating change

Taster Session 3

Climate Change Communications

40

Resource pack for a 3-hour taster session

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Key

Session Plans

Tutor Prompt Sheets

Handouts and Worksheets

Session Plan

Target audience	Members of community groups, partnerships, voluntary organisations, community workers and people working in communities
Session Title	Communicating Climate Change
Links to other sessions	Part of The CA2020 Sustainable Development Series: Other level 1/2 SD tasters: Care For Your Area, Community Buildings and Sustainable Development, Climate Change Communications and Community food Projects Level 2/3 SD and CD taster: Sustainable Development and Communities and Strategic Approach to Sustainable Development.
Length of session	3 hours including break
Other notes	Progression available to NOCN unit

Session Aim(s)
- To think about what climate change means to people in their communities
- To explore how to communicate effectively to individuals active in their communities
- To develop ideas for initiating community based action on issues related to climate change

Session Outcomes
At the end of the session students/trainees will….
- Have considered what 'climate change' means to people in their day-to-day lives
- Have explored the links between the causes and impacts of climate change
- Have reflected on how they currently communicate the issues with people
- Have chosen methods for communicating the issues within community settings that reach the right people

Indicative Content
Understanding Sustainable Development
Understanding climate change and how it affects people
Understanding peoples motivational for change
Communication methods and targeting your message

Sustainable Development Themes Covered
Help save energy
Travel wisely
Care for your area

Detailed Session Plan

Time	Content	Exercise/Method	Resources	Notes Core topic or optional if time etc
0	Welcome, Housekeeping, Ground rules/ aims	Tutor input	Tutor prompt sheet 1 Outline Session Plan	
10	Climate bingo	People to interview each other with worksheet Feedback and Tutor to draw out common themes	Tutor prompt sheet 2 Worksheet 1(Climate Bingo sheets) Flipcharts and pens	
30	What is sustainable development?	Tutor input	Tutor prompt sheet 3 Handout 1	
35	What does climate change mean to people in their lives?	Individuals to draw their responses Share ideas	Tutor prompt sheet 4 Paper/ pens, bluetack	
50	Climate Tree – different aspects of climate change	Tutor input Small group work.	Tutor prompt sheet 5 Cards and question sheets Handout 2	
75	Break			
90	Communicating the issues – different techniques and methods	Small groups to write down techniques on bubbles and display	Tutor prompt sheet 6 Handout 3 and 4 Speech bubble cards Pens / blue tack	

Detailed Session Plan

100	Communicating climate change	Tutor input using handouts; small groups and buzz groups	Tutor prompt sheet 7 Handouts 4,5 and 6 Climate change or weather chaos?	
120	Who are we communicating to?	Ask small groups to discuss who their communications are reaching in their communities, and are these the right people. Are the techniques in the speech bubbles working for settlers, prospectors or pioneers? Any new ideas coming to mind, adaptations?		
135	Building a wall of ideas for action	Individuals to contribute to creating a wall of ideas.	Tutor prompt 8 Paper bricks	
160	Personal action planning	Participants to think of an idea they are going to introduce in their community work	Personal action plan Handout 7	
170	Evaluation	Brief share of action plan ideas, or something they have learnt from the session	Handout 8	
180	End			

Domestics

As you welcome people to the session you need to give them information about the venue – for example

1. Fire exits and procedures; and ask if people are leaving early to let tutors know so they can amend the register
2. Toilets
3. Break times and where refreshments served

Remember to make a notice for the door so people can find you easily.

As it is a short course there will not be time to prepare ground rules as a group, so we recommend that you write out some ways of working together and have them written out on a flipchart. Talk through the proposed rules, ask for any additions and then ask people to agree to working within them.

Some examples may be:

- We will keep to the start and finish times and the times set by the trainer
- All mobile phones to be switched off during the session
- We will respect each other and our different views. We will take care not to offend others by our language and/or behaviour.
- We can challenge each other's statements but we will not do this as a personal attack
- We will listen carefully to each other and allow people to finish. We will try not to hog the conversation
- We will keep personal and organisational information confidential to the group
- People must take responsibility for their own learning – so you should ask for clarification about comments/ instructions if necessary

Use the outline session plan to give the aims of the day and explain this is one of a series of workshops – details are on the outline session plan.

Climate Bingo

Give out a copy of the Climate Bingo sheet (worksheet 1) to each person, read through the instructions at the top and ask them to complete the exercise. Allow about 10 minutes for this and then bring people back together.

Ask for feedback and comment on any common themes emerging.

These are all actions we can take in the face of climate change. It is a vast, many layered issue to tackle, but if we believe that we all have a role to play in tackling climate change, these are all valid actions that can be taken. And they all represent different approaches to the problem. As there is so much involved in climate change, let's look closer at what we mean by it.

Climate Bingo!

Find someone else in the room and ask them their name. Ask them if they have done one of the things described below, and if they have, write their name in the square.

Planted a tree	Cycled here today	Uses a green electricity supplier	Recycles at home
Been part of a campaigning group	**Been on a training course in the last year**	**Had trouble finding their way here today**	**Has an allotment**
Picked up rubbish in their street	**Used biodiesel in a car**	**Came here by train today**	**Had a holiday in Britain this year**
Been swimming recently	**Written to the local paper**	**Recycles at work**	**Believes in climate change!**

Understanding The Jargon

There is a lot of confusion around the use of the terms sustainability, sustainable development, sustainable communities, sustainable organisations and so forth.

At the beginning of the session it is useful to find a way to agree how the words are being used in this programme of training.

Write up some of the main terms – use Handout 1 as a guide – on flipcharts. Ask people to work in twos or threes to write down some of the words/ phrases that they associate with each one, using post its notes and to stick them on the relevant flipchart.

Read out what people have said, and use the handout to summarise how we see the differences. It is useful to note that different government departments have responsibility for the different concepts, and that they can overlap – for example one aspect of sustainable community (an ODPM responsibility) is about sustainable development (a DEFRA responsibility).

You may wish to set up a jargon sheet which can run throughout the session – people write up any words/ initials they come across they don't understand, and other people – including the tutor – can write up an answer.

Understanding the Jargon

The language of sustainability can get quite confusing, and people tend to have different ideas about what the different terms mean. Here is a summary of some definitions of the main terms that you might encounter.

What do we mean by Sustainable Development?
'The goal of Sustainable Development is to enable all people throughout the world to satisfy their basic needs and enjoy a better quality of life - without compromising the quality of life for future generations' (adapted from the 1987 Bruntland Report)

This can be achieved either through addressing Sustainable Development in a generic way or contributing to specific elements such as tackling climate change, creating cleaner, safer, greener and healthier communities, reducing waste and recycling, creating a fairer world, travelling wisely or supporting local food initiatives. (DEFRA website).

There are a number of common principles that you will find in most charters or action programmes to achieve sustainable development, sustainability or sustainable prosperity. These include (Hargroves & Smith 2005):

- dealing cautiously with risk, uncertainty and irreversibility;
- ensuring appropriate valuation, appreciation and restoration of nature;
- integration of environmental, social and economic goals in policies and activities;
- equal opportunity and community participation;
- conservation of biodiversity and ecological integrity;
- ensuring inter-generational equity;
- recognizing the global dimension;
- a commitment to best practice;
- no net loss of human or natural capital;
- the principle of continuous improvement; and
- the need for good governance.

Sustainable communities

They have been defined as communities that are planned, built, or modified to promote sustainable living. They tend to focus on environmental sustainablility (including develoment and agriculture) and economic sustainability. Sustainable communities can focus on sustainable urban infrastructure and/or sustainable municipal infrastructure.

The government of the United Kingdom defines a sustainable community in their 2003 Sustainable Communities Plan:

Sustainable communities are places where people want to live and work, now and in the future. They meet the diverse needs of existing and future residents, are sensitive to their environment, and contribute

to a high quality of life. They are safe and inclusive, well planned, built and run, and offer equality of opportunity and good services for all.

Sustainable communities will be

1. Active, inclusive and safe – fair, tolerant and cohesive with a strong local culture and shared community facilities
2. Well run - with effective and inclusive participation, representation and leadership
3. Environmentally sensitive - providing places for people to live that are considerate of the environment
4. Well designed and built - featuring a quality built and natural environment

The ODPM says that sustainable communities embody the principles of sustainable development because they

o Balance and integrate the social, economic and environmental components of their community,
o Meet the needs of existing and future generations
o Respect the needs of other communities in the wider region or internationally also to make their communities sustainable

Sustainable living

This might best be defined as a lifestyle that could, hypothetically, be sustained unmodified for many generations without exhausting any natural resources. The term can be applied to individuals or societies. Its adherents most often hold true sustainability as a goal or guide, and make lifestyle tradeoffs favoring sustainability where practical. Most often these tradeoffs involve transport, housing, energy, and diet.

Sustainable organisations

In the voluntary and community sector many people think of sustainability as being about the long-term survival of their organisation. It is about getting enough resources – money and people - to keep going and to meet the needs the organisation or group was set up to achieve. In the current funding climate sustainability has been about income generation and not being so reliant on grant aid; hence many people think of social enterprises as sustainable organisations.

Community Development

'The key purpose is collectively to bring about social change and justice, by working with communities (communities can be defined geographically, by interest and by identity) to
• Identify their needs, opportunities, rights and responsibilities
• Plan, organise and take action

- Evaluate the effectiveness and impact of the action

All in ways which challenge oppressions and tackle inequalities.'

Community Development brings together the collective way of working (and so organisational sustainability) with sustainable development through its aim of bringing about change to create a fairer and more just world.

What does climate change means to people?

Ask people to think of the first words/ images that come into their minds when they hear the words 'climate change' and to write them down.
Go round the group taking the answers. Write them on a flipchart and group them as similarities start to appear.

When everyone has given their thoughts, discuss the 'map' you have just created – check out peoples interest in the taster – is it a personal interest or a concern about how it will affect their community – (of geography or interest?).

Climate Tree

This is an interactive display that can be used with a group, or left for individuals to contribute to in their own time.

You will need:
Large sheet of card or paper, pens, copies of cards shown below, instructions displayed.
The idea is to help people think about climate change in terms of what it is, what causes it, what are the results of it on communities (impacts), and what solutions can be found in the face of it.

Start by drawing a tree, over the equivalent of at least two flipchart sheets, or the back of a couple of old posters. Label the parts of the tree:

Trunk = what climate change is.
Roots = root causes
Rain clouds = impacts on communities of climate change
Fruit = opportunities for action

Using cards labelled for each of these three parts of the poster, lay them out in piles with pens and blu-tack handy. It helps to use different colour card for different parts of the tree.

Encourage or invite people to start getting their thoughts on paper. Clear written instructions next to the poster are helpful. For example, a large version of the three types of card, with the following written on them:

Causes – write down a reason why climate change is happening
Effects – write down an impact of climate change
Solutions – what sort of thing can we do about climate change, on our own and together

Try not to hang the tree up too high if you want everyone to be able to contribute.

Variations:
It is useful to have displays or information around to help get people's thoughts going...
Fill in and stick up some cards yourself to get it moving, and give people an idea of how it works.

In starting a discussion afterwards you may want to think about the following introduction to get people thinking:

"A tree is a tree, but there can be many types of tree - fir, willow, maple. Likewise, climate change is climate change, it is happening, but in different ways for different people. May be an already existing danger (pacific island of

Tuvali), a guilt complex (westerners who fly a lot and wonder about extreme weather events like November 2000 UK floods), could be an extension of long existing social and economic inequality."

Examples of a Climate Tree at Newcastle Green Fair, 2001:

Handout 2 can be used to bring this exercise to an end and set the scene for after the break

Cards for Climate Tree Activity

Causes – write down a reason why climate change is happening

Effects – write down an impact of climate change

Solutions – what sort of thing can we do about climate change, on our own and together

Trunk	Trunk
Trunk	**Trunk**

Causes – write down a reason why climate change is happening

Effects – write down an impact of climate change

Solutions – what sort of thing can we do about climate change, on our own and together

Roots	Roots
Roots	**Roots**

Causes – write down a reason why climate change is happening

Effects – write down an impact of climate change

Solutions – what sort of thing can we do about climate change, on our own and together

Rain clouds	Rain clouds
Rain clouds	**Rain clouds**

Causes – write down a reason why climate change is happening

Effects – write down an impact of climate change

Solutions – what sort of thing can we do about climate change, on our own and together

Fruit	Fruit
Fruit	**Fruit**

Environmental Justice

There are many relationships between social and environmental issues, and these can have a big influence on our work in community development and wider social change. One way to unite these things is with the approach of 'environmental justice', which connects environmental and social issues from a grassroots perspective. The concept originated in the United States and the global south from local campaigning activities in communities. An example in the United States is the creation of the Environmental Justice Movement in 1990 in response to the disproportionate siting of hazardous waste disposal facilities in African American communities.

What became clear was that poverty and environmental problems went hand in hand. This seems an obvious conclusion, but the activist movement in Europe and the west has been largely unsuccessful at incorporating this reality into their work.

How could this reality influence the work of community activists within the UK? One answer could be to take on, talk to, research, read and learn the realities first of the communities that activists would like to reach out to, then approach them on their own terms. Find out what climate change means to people in their lives. One concrete way to do this is the idea of campaigning for the end to fuel poverty. This can build on many years of campaigning by organisations such as UK Coalition Against Poverty (www.ukcap.org)

On the international level, and in terms of solidarity with people in the global south (the first and most severely affected by climate change) we must take account of other issues that these communities are also affected by. Many progressive southern non-governmental organisations (NGOs) and communities link climate change with economic and social inequality caused by international economic institutions such as the World Bank and the World Trade Organisation. In order to work effectively together, community activists in the west should be aware of these connections and take on this analysis when viewing the problem of climate change.

This is why aspects of the Kyoto Protocol (International Treaty to cut carbon dioxide emissions) such as the Flexible Mechanisms (where industrialised countries and corporations can invest in the developing world to earn an amount of emission permits or credits equal to the amount of emissions the project is supposed to save) can be seen as undesirable 'solutions' to climate change.

They may have an effect on reducing carbon dioxide (CO_2) emissions (although this is also scientifically unproven) but they have negative social and economic implications for inequalities in the world. Climate change can be seen as a catalyst for those inequalities but also an opportunity to prevent them worsening or even to reverse them. This is an important aspect of approaching climate change from an 'environmental justice' perspective.

Adapted from notes from Rising Tide conference, Manchester 2001

For more on Environmental Justice see: www.risingtide.nl/greenpepper/envracism/index.html

Communicating Climate Change

In this section you will be introducing some more theoretical approaches to connecting with people and bringing about changes in attitude and behaviour. The first thing to say is that we don't necessarily need to communicate about climate change - most people now have an awareness that it exists, whatever their personal take on why, how fast, who's responsible. We need to focus on communicating what we can do in response.

Handout 3 gives examples of actions people can take.

Ideas For Actions On Climate Change

In May and June 2001, the Rising Tide Climate Chaos Tour visited 12 cities in Britain. Some 300 people came to the Tour. In the last session of each gig people broke into small groups and brainstormed ideas for action. This is a list taken from their ideas.

This list proves that no one can argue that there's nothing we can do about climate change. Our only problem now is choosing what to do- and when has that ever been an excuse for not doing anything?!

- Ring up your local radio during phone-ins to give climate change angles on stories, such as extreme weather events.

- Find out the sea-level rise or flood level predictions for your area (the Met Office and Environment Agency can provide this information) and chalk this level in blue around town, on council buildings, petrol stations, etc. Accompany with fly posters/leaflets explaining the line and forecasted impacts of extreme weather

- Take action to reduce your own energy consumption- set yourself a target. Tell everyone about it- your family, friends, neighbours and get their support (like giving up smoking!)

- Produce a local guide to help people find and buy ethical local produce

- Declare a car share or green transport week, support with posters, leaflets, actions. You may get support from your local council - Environmental Services or Transport, or approach a friendly councillor for ideas and support.

- Set up an info shop/ or a stall in a busy place. Many city centres have a manager who you can ask to set up a table or display for an afternoon

- Talk with your friends of neighbours about what you could do collectively, such as car share, setting personal targets, planning an action, organising school transport etc.

- Grow at least some of your own food. Reclaim some space to do this with others, get an allotment, grow stuff in pots

- Find out council/local authority unitary development plans, put in your own ideas, challenge anything that doesn't take account of reducing emissions
- Energy reduction - raise the issue in your workplace or school

- Take your holidays without flying.

- React to events- when there the next un-seasonal flooding, record drought, or unexpected storm, get out on the streets and make the links for people. Prepare a local phone tree to pull people together at short notice to do this.

- Guerilla Energy Reduction! Put a brick in the cistern, turn down heating, change heating timers to come on less, swap old lightbulbs for energy efficient ones

- If it snows people with bad insulation will have no snow on their roofs- put a leaflet through their doors about climate chaos and telling how much they can save with roof insulation (plus what grants are available)

- Offer to do talks and activities in schools

- Use the space in your bike frame to display a message about bikes rather than cars

- Fix up some bikes (universities, railways and police are stations good places to ask for leftovers) and set up a local free bike scheme, like they used to have in Amsterdam.

- Talk with people in this country who have relatives abroad already being affected by weather chaos about working together

- Create images of what future climate chaos could look like in your region/town and paste them up.

- Take infra-red photos of public buildings during winter and confront people with the picture of how much heat is going into the air (send photos to the newspapers)

- Support people affected by extreme weather in the global south (survivors of the Mozambique floods in 2000 sent a donation to people whose homes were flooded in Malton, North Yorkshire)

- Link up with other groups/campaigns with linked concerns - such as fuel poverty groups, local refugee/asylum seekers support groups. Plan joint work around environmental refugees.

Climate Change Communications

Dipping A Toe Into Public Motivation

This handout summaries the work of four professional communication, campaign and marketing strategists with decades of experience in public communications. Since before October 2004 they had been very concerned that major plans by campaign groups and the government, to try and mobilise UK public action on climate change, are going to fail.

In February 2005 they commissioned a nationally representative telephone survey of over 1000 adults, who were asked a number of questions about climate change.

For anyone concerned with effective communication on an issue with climate change, it is essential to understand what 'opinions' or 'attitudes' really mean in terms of what people may actually do when a messenger asks them to take action, or how they will respond when they are told about a problem or solution.

Decades of research indicate that what drives behaviours, and attitudes, are motivational needs. Seeing as campaigns are intended to bring about behavioural change, otherwise there will be no result, it makes sense to examine the psychological needs that determine behaviours. If communication can be arranged to meet these needs, then it stands the best chance of being effective.

The research identified Three Motivational Groups:
- Settlers who currently make up 21% of the UK population
- Prospectors, currently making up 44% of the population
- Pioneers, making up 35% of the population

From this it identified three main sets of needs, matching the three main groups:
- Security or 'sustenance' needs (needs for belonging, identity, security/safety): people for whom with these needs are dominant, are the 'Settlers'
- Esteem or 'outer directed' needs (the need for esteem of others and self-esteem): people for whom with these needs are dominant, are the 'Prospectors'
- Inner-directed needs (needs such as an ethical basis for life, self exploration, finding meaning in life, discovering new truths) – the 'Pioneers'

Faced with a call to action, such as drive your car less or abandon it altogether or buy this product not that, or help this cause for one reason or another, the different groups will respond according to whether it meets their needs – whether it "makes sense".

Many campaigns fail because they present a proposal in terms that 'work' for one part of the population but not others. To be effective across the population, campaigns need to be put in the three different sets of terms, to meet the different needs.

For example:
- settlers tend to look backwards, to yesterday (which was better) and dislike anything new or different as this threatens identity, belonging, security

- prospectors live in the now, for today, and seek rewards in terms of fashion, status, success, achievement and recognition, and are unconcerned with belonging, security or identity because they have that already
- pioneers look forwards, both in time and to new horizons: they like change, discovery, the unknown so long as it is ethically acceptable but are unworried about status because they have already met those needs

So in the case of 'climate change', if it was a long term global problem, they might think:
- settlers: that's not a problem unless it immediately affects my family, my local area, my identity, my traditions
- prospectors: that's not a problem unless it affects my prospects for achievement and success
- pioneers: it's a problem

If they decided it was a problem worthy of action, their responses would tend to be:
- settlers: someone should do something about it (leaders of the system, not me, at least not until everyone else is)
- prospectors: we should organise (preferably via well known high status brand, be that political, social or commercial – in the system)
- pioneers: I'll do it myself (hang the consequences, I'll change things if I have to, even the system –these are the natural activists)

When offered a 'solution' by others, for example a technology change such as a solar panel, they might react something like this:
- settlers: I'd rather not change (but if everyone else is doing it and it's normal and it's done with people like me, ok)
- prospectors: I'm not taking up causes or things that may not work but if it's in fashion, it's for me (if it helps me look successful)
- pioneers: if it's for the good of the planet, we must do it

Effective 'solar-panel' inducements might include
- settlers: the Queen has them on her roof, Tony Blair has them on his roof, the Council supplies them, my neighbour has one – they're normal
- prospectors: they add value to my home, they're the latest thing, made by a blue chip company, and you can get the model changed in line with the latest trend
- pioneers: I'm in a network of interesting people doing this for a good cause

This picture is a gross simplification of the complex patterns that emerge when you look at the three main motivational states in more depth.

Nevertheless it is important to note:
- that different groups take action in different ways
- that different groups may elect to do the same thing but for very different 'reasons' because they are meeting different needs

Turning again to climate, here are some real examples of campaign-calls hich 'work' for settlers or pioneers or prospectors:
- settlers: the American Detroit Project campaign (www.detroitproject.com) against SUVs, which portrays SUVs not as their usual safety and security guarantee but as a

threat to individual, local and family safety because they encourage terrorism. How? Because they use a lot of petrol, and in America, most petrol is imported from Arab countries so it's 'putting money into the hands of terrorists'. (Not all 'settler' messages need to be xenophobic – a threat to local identity could equally be the disappearance of much loved local flowers or traditions – no snow at Christmas perhaps).

- prospectors: the emergence of the Toyota Prius, an electric-hybrid car, which went in the US from a 'deep green' niche model (bought by pioneers) to a fashion icon when Cameron Diaz and Leonardo di Caprio started driving them (now there are waiting lists for the Prius in the US)
- pioneers: the majority of campaigns – boycott Esso, ride a bike to work to do your bit for people in remote Pacific islands threatened by sea level rise, buy green electricity to save the climate

For full text see:
www.campaignstrategy.org/valuesvoters/climatechangecommunications.pdf
Chris Rose, with Pat Dade, and Nick Gallie and John Scott, May 2005

Speech Bubbles
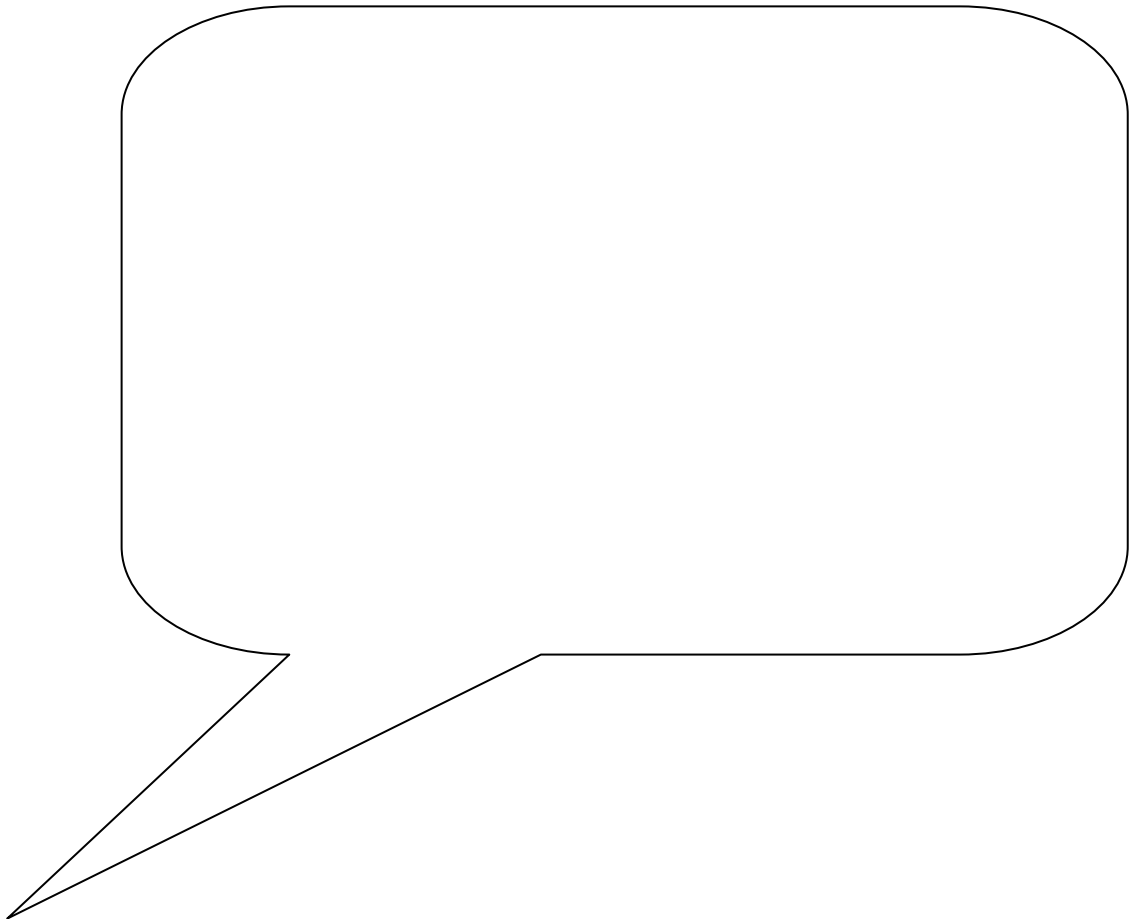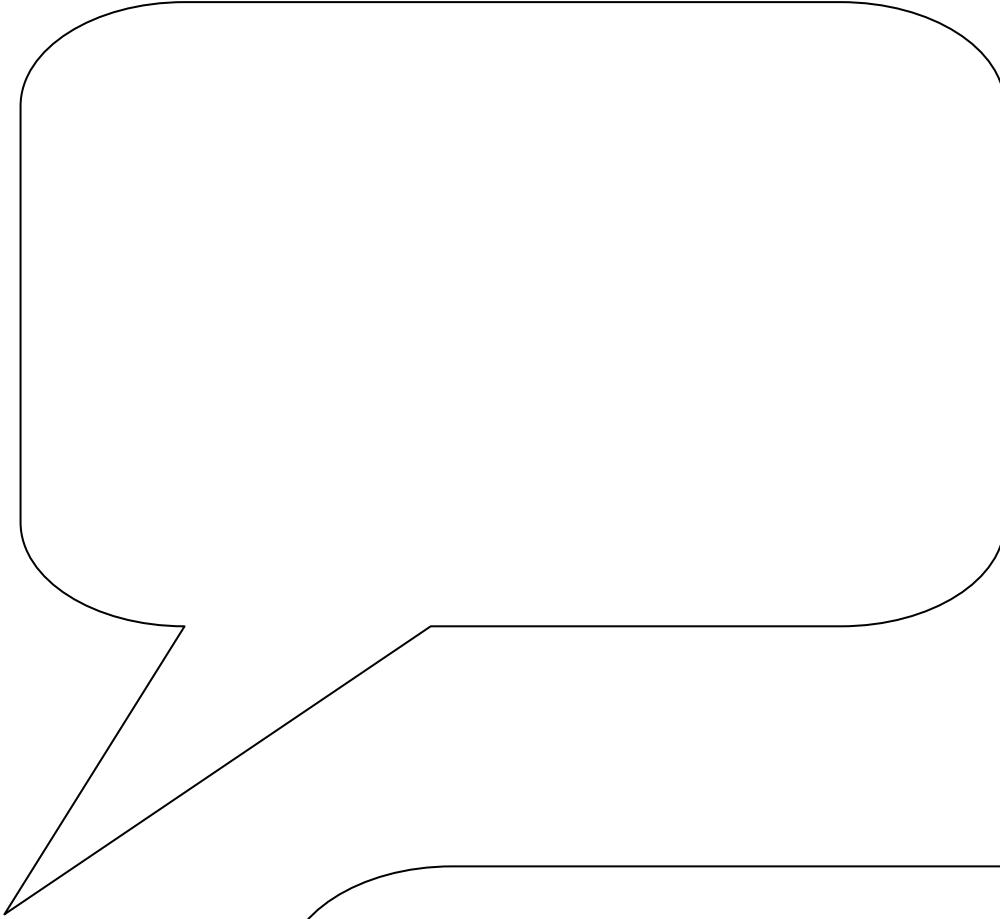
Communicating The Issues

With people in small groups, hand out the blank speech bubbles (enough for everyone to have a few) and ask the groups to chat about what techniques and methods they use to engage with people, on any issue. Write a method in each bubble

When each group has filled in a few speech bubbles, blu-tack them together, grouping any that are similar

The list below can be used to prompt the group, or by the tutor when the bubble are being produced to fill in some gaps.

- Talking with friends
- By example
- Letters to the local paper
- Banners
- Public meetings
- Information stall
- Talks
- Noticeboards
- Leaflets
- Through art
- Questionnaires
- Displays
- Fundraising events
- Open days

Handout 4 explains some research into the motivations that people may respond to, which would led them to make changes in their lives. Talk through this paper and get some general reactions. Ask people to say which group they think they belong to and to work with others who define as in the same group. Ask them to discuss if they would respond to the suggestions in the paper and to come up with other ideas. Each group should record their ideas and then share them with the others in the feedback. If no-one defines as belonging to certain group – hold a whole group discussion to get ideas about how best to engage with them.

Then introduce Handout 5, read it out and then ask people to talk to their immediate neighbours and answer question posed at the bottom.
Take feedback.

Finally introduce Handout 6 and explain that they may find this useful in future.

'Climate Change' or 'Weather Chaos'?

The language we use to describe the impacts on communities of what is happening on the planet will affect people's responses, and we need to consider this when communicating with people on the subject. How about starting with a look at the phrase that everyone has heard of - 'climate change'.

'Climate' can imply something higher up in the atmosphere, perhaps not what people experience in their daily lives. Satellites and scientists monitor climate, but people experience 'weather'. It is the weather forecast that people look to for an indication of what's going to happen to them that day and what they should wear!

Similarly we can look at the word 'change'. Not always, but usually, 'change' implies something gradual, so gradual that you don't always notice it on a day-to-day basis. When you meet up with a friend or relative you haven't seen for a long time, you might remark 'haven't they changed!' - it takes time away to notice, even if you could have predicted that they would look different over time. But what is happening to our weather is neither gradual nor predictable.

Flash floods and dry summers are nothing new, but it is undeniable that our weather has become increasingly extreme and unpredictable. It may therefore be more helpful to think not in terms of 'climate change', but to describe the chain of extreme weather events as 'weather chaos'.

Thinking of the community or communities you work in, what words do you think would best describe what is happening?

Dealing With Counter Arguments

There are some arguments which claim climate change doesn't exist or isn't such a big problem. There is no need to raise these arguments directly in a talk, but it is good to be prepared in case they come up as you may hear these from confused (or critical) people in the audience. Answering your opponents will greatly strengthen your case.

The first thing to stress is that almost all of these arguments originate in the 20 year long public relations campaign by the oil and coal industries to fight against international attempts to control greenhouse gas emissions.

Following from this point, people should remember that companies and governments have always "created" experts to justify their arguments. Tobacco companies have "scientists" to claim that nicotine is not addictive, asbestos companies have "doctors" to claim that asbestos does no lead to asbestosis of the lungs, and confectionery companies have "dentists" to claim that sugar does not lead to tooth decay. It's a classic ploy by vested interests.

"Scientists don't agree that there is global warming"

No one argues that greenhouse gas concentrations are going up extremely rapidly. No one argues that changing this will change the way the atmosphere behaves. The debate is about whether those changes will cause global warming- and whether they are the cause of the global temperature increases.

The strongest argument is the simple weight of expert opinion. Out of 2,000 scientists involved in the United Nations processes, around 10, sometimes called "climate sceptics", argue that there is no climate change or argue that burning fossil fuels is not a problem (some even argue both!).

"10 years ago you warned of an ice age, now it's a heatwave! These are all scare tactics".

The concerns over an ice age were always a fringe theory 30 years ago- the science has moved forward and is now is extremely strong. Climate change is not predictable and extreme cold as well as heat is entirely possible if ocean currents change significantly

"You said it would be hot-but it's freezing today /last winter. Where's the warming (ho ho)!

Warming is measured across global averages and that local patterns will still vary greatly. "Warming" may be a misnomer on a local level as we're talking about increasingly extreme weather events (which may include extreme cold), interspersed with periods of more normal weather.

"So make your mind up- you don't seem to have any idea of what's going to happen"

We can be certain that this is a disastrous experiment which will lead to violent changes in the weather. The uncertainty is about how exactly this will effect local weather- we're messing with

something vital that we simply don't understand. Scientific computer simulations are becoming far more accurate, though.

"Maybe with all this uncertainty, we should just wait and see and then take action"

There is a 40-100 year lag time before we feel the full effects of changes in the atmosphere. Politicians have been arguing for "waiting and seeing" for 20 years and the weather is already showing dramatic changes and what we're experiencing now is the result of emissions in the 1960's and before. We'd be mad to wait any further with such a long lead time. We'd just be dumping our indecision onto our grandchildren.

Also remember that we invest all the time in insurance against uncertainties. The government spend tens of billions of pounds a year on the armed forces to defend ourselves against outside risks that are impossible to estimate. At the moment the risk of climate change is far better established than the risk of enemy invasion!

"We can't afford to reduce our emissions- it would destroy our economy."

That's completely untrue. Immediate reductions of 20-30% can be made through simple investments in energy efficiency and conservation and lead to major savings on fuel imports and overheads. Renewable energy can provide jobs and new industries. The changes require substantial investment, but since when does investment do anything other than strengthen the economy?

"It's the fault of the US"

The US is a huge burner of fossil fuels, twice as much per person as Britain and this is a serious problem. By all means we need to put pressure on the US. But we have a responsibility too to take a lead and sort out our own role. No-one ever wins a court case by arguing that there are bigger criminals about!

Adapted from Rising Tide resources – www.risingtide.org.uk

Wall of ideas for action

After the discussion about how we are communicating issues of climate change and who to, it's time to come up with some ideas for practical action.

Back in small groups, handout some pre-prepared paper bricks to each group. Ask the groups to write in the bricks ideas for developing community action on climate change issues. The groups can blu-tack these to sheets of flipchart on the wall, leaving large gaps between bricks.

The gaps in between the bricks represent the mortar that holds the ideas together - how we communicate these ideas. The groups should start writing in the gaps their own ideas on how their ideas can best be communicated with different groups of people.

The whole group should review the wall of ideas, brick by brick, adding any comments to the mortar gaps.

The other tasters in the series offer further opportunities to explore sustainable development and handout 8 gives an overview of the other tasters.

Action Ideas

How we communicate these ideas

Personal Action Plan

Name _____   Date _____

What do I want to change, develop new skills in or try out?	How do I intend to achieve this?	When will I try this out? Who will I try it out with?	Who and what can support me – do I need to ask for this support?	When and how will I monitor the success or failure of this action plan?

Taster Content

Level 1-2

Number	Title	Content
1	Care For Your Area	Sustainable communities Sustainable development Taking action in your community
2	Community Buildings	A practical guide to looking at reducing the impact of a building or a group's use of a building, including development and application of simple audit tool
3	Climate Change Communications	Understanding Sustainable Development Understanding climate change and how it affects people The Climate Tree Communication methods and targeting the message
4	Community Food Projects	How our food is produced and how it gets to us, fair trade, access to food, food-growing projects, linking food to sustainable development.

Level 2-3

Number	Title	Content
5	Sustainable Development and Communities	Bringing together sustainable development and sustainable communities: exploring commonalities and tensions the current policy context and its national, regional and local impact; Local to global How to use SD as a negotiating tool - e.g. campaigning for local provision of services/decentralisation to cut travel Linking SD to policy development for community and voluntary organisations
6	A Strategic Approach to Sustainable Development	The context for Securing the Future and Sustainable Communities Relevant local, regional and national strategies An analysis of the need for change at community level that can either take advantage of these policies or needs to influence their future development Development of an action plan for change in support of sustainable development

The Federation for Community Development Learning is the UK-wide network for community development training. FCDL supports the development of communities through advancing and promoting community work learning at local, regional and national levels and the creation of appropriate opportunities for training and qualification

What does the Federation do?
We support a network of individuals, organisations and groups interested in community development learning and training to share information and good training practice, to learn from each other and to provide good opportunities for community development learning. Full and Associate membership is available.

Federation for Community Development Learning

supporting communities creating change

The Federation Of Community Development Leaning

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